DOCUMENT RESUME

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ABSTRACT

The inservice learning module described here focuses on solving problems of classroom management, parent teacher relations, curriculum, and methodology. Topics covered in this program include evaluation of teaching and learning, grouping for instruction, controlling student behavior, relating to parents, motivating students, unit teaching, coping with teacher paper work, and choosing instructional material. Information is provided in this descriptive report on the purposes and content of the module, as well as resource ordering information. (JD)

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ED167548

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: TEACHING PROBLEMS LABORATORY

Publication Date(s): 1967

Intended Users: Preservice and inservice teachers interested in ways to improve the learning environment for students

Grade Level(s): Developers seem to infer appropriate grades are K - 8. The describer feels parts of the product could be used with teachers of secondary grades.

Number: A group of 10 to 15.

Primary Focus: This is a program that combines 31 simulated activities aimed at helping teachers solve problems of classroom management, parent-teacher relations, curriculum and methodology.

School subject(s) and/or inservice topic(s) covered:

Inservice topics covered in this program include evaluation of teaching and learning, grouping for instruction, controlling student behavior, relating with parents, motivating students, unit teaching, coping with teacher paper work and choosing instructional material.

The school subjects covered are: language arts, math, reading and social studies.

What participant does in using the materials:

As an introduction to the program, the participant views two filmstrips with sound record; so participant is initiated into his/her "new" school system. Participant then reviews fictitious classroom records to become familiar with the class. "Critical Teaching Problems" are presented in a film, as well as in written form and in a role playing format. Participant, using the material and references, solves the teaching problems. Responses are written in Response Booklet and discussed.

Resources: There is an instruction unit for this 35-45 hour program which includes filmstrips, 11 films, written teaching problems and an explicit guide for an instructor. The Instructor's Guide gives guidelines for scheduling, adapting the material and conducting a class.

Each participant must have a participant unit. A classroom capable of holding 10 - 15 students along with a filmstrip projector, record player, film projector, and ditto machine must be available.

Describer critique:

This is an excellent activity-oriented program, flexible in its use. A variety of activities is used to keep the participant interested. The fact that the user is asked to solve real classroom problems as opposed to being told how to handle general, intangible situations, makes the product a practical, concrete experience.

TS 61

(ASG) Evaluation of Student Learning
(ASG) Evaluation of Instruction
(CM) Discipline; (CM) Parental Involvement/Relations
(TS) Math, Language Arts, Reading, Social Studies
(II) Curriculum Methodology

TD

SP013957

1.0 PURPOSES:

Rationale

The describer infers from statements by the authors that they believe with simulated activities the user goes through a thought process more meaningful than when asked to solve a problem with no real understanding of the dynamics of the relationships within the classroom.

Goals

It is understood by the describer that when a participant completes this program that he or she will be able to increase the ability to identify a classroom problem and the forces causing the problem and make and employ alternative solutions to that problem.

Objectives

The developers have described several expectations for the participants at the end of the program. Among other objectives stated, the participants will:

- increase their skill in locating related information and applying it in decision making,
- gain feedback on their decision making and problem solving skills -- feedback, that will cause them to shift or modify their teaching behavior ; and
- construct a classroom test; hold parent conferences; prepare and teach lessons... develop a reading program; ... learn to use student records... and do other things normally done by a classroom teacher.

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

Two filmstrips: "Spotlight on Education in Madison" (an overview of the town and the total school system) and "Welcome to Longacre School" (an introduction to the school where participant will be working). Each filmstrip is approximately 5 - 8 minutes long. The material in the participant's unit includes cumulative record folders, sociograms, reading progress information, a faculty handbook, an audio-visual guide and a curriculum handbook. All this information deals with Longacre School and Pat Taylor's (the participant's) class.

A series of 31 simulated teaching problems are presented through film, role playing and/or written explanation. There are 11 films which range in time from 3 - 5 minutes. The other 20 problems presented are written and sometimes call for role playing. The problems presented range from classroom management, motivation, selection of appropriate materials, relationships with parents, methodology in certain subject areas, self and student evaluation.

The Instructor's Guide details objectives, discussion guides and references for each problem presented.

Sequence

The developers state that the instructor may adapt the Teaching Problems Laboratory to the needs of the group to be instructed. A guide is given putting the critical teaching problems into categories. Sequencing, thus, is left to the discretion of the users.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

Participant views the two introductory filmstrips. The instructor distributes participant's packet and participant reviews enclosed material. Instructor leads group discussion, talking about filmstrips and material in the participant's packet.

After the introductory session, the problems are presented to participant through film or written exercise/role playing. Participant will then receive a page of references for each problem that will aid in the answers to be given in response booklet. Responses are then shared with fellow participants in a discussion guided by instructor. Developers state clearly that the instructor will not give the solution to the problem but will lead participant through inquiry and further simulated activities to possible solutions.

3.2 Help given in use of product:

The program is accompanied by a very detailed Instructor's Guide. It suggests several schedule alternatives, methods of adaptation and discussion questions for each teaching problem.

The developers do stress that the program be conducted by an experienced trainer.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

There are no tests, but participant records solutions to the critical teaching problem being studied. The solutions are then shared with fellow class members who give feedback on the logical content of the solutions.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The actual class time participant will spend on the total program is between 35 to 45 hours, depending on the structure the instructor chooses. An instructional unit (which includes media presentations plus a participant's unit for each student) must be obtained. The describer feels that though the developers specify 10 to 15 participants; that a room with a larger capacity be procured so that users will be able to perform their role playing and view media presentations in a comfortable space. A filmstrip projector record player, film projector, and ditto machine should be available. Finally, a selection of the resources given for each teaching problem should be obtained or easily accessible.

5.2 Distributor name/address:

Science Research Associates (SRA)
259 E. Erie Street
Chicago, Illinois 60611
(312) 984-2000

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TEACHING PROBLEMS LABORATORY (instructional Kit) includes: 11 films Instructor's Guide 2 ditto master books role playing task cards 2 filmstrips & 33 rpm record 1 participant unit	$600		1/instructor	Yes
Participant unit	$6.36		1/participant	No

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The program was developed by three persons: Dr. R. Cruishank, Director of Educational Research, University of Tennessee; Frank W. Broadbent, Associate Professor, State University College at Brockport, New York, and Roy L. Bubb, Assistant Professor, State University College at Brockport, New York.

6.2 How developed and when:

With the aid of a grant from the U.S. Office of Education, the three authors developed and field tested some simulation activities that were later revised and became the Teaching Problems Laboratory.

6.3 Evidence of effectiveness with users:

This product was field-tested by authors but describer was not able to contact developers for the results.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

When the participant finishes the program, the describer feels that adequate skills in analyzing a problem and arriving at several solutions for that problem will be achieved. The fact that the participant will be presented with very real classroom problems and is asked to develop logical, functional solutions assures this achievement.

The critical teaching problems covered allow the instructor to focus the course toward the specific needs of the participants. The developers encourage the group leader to adapt the program to the individual needs of the users.

All the color media presentations (films and filmstrips) and records are of high professional quality; as is the print material.

Content accuracy/social fairness/community acceptance issues:

The content is based on the feedback of the participants. The accuracy of that content is what the participants find functional.

Pat Taylor's class (the participant's class which is actually a classroom of students in upper state New York) is supposed to be representative of the typical American classroom as are the problems presented. While it may be representative, the laboratory could be a more beneficial simulation activity if more problems dealt with minority integration into the typical American classroom. However, this is something that the instructor can add to the program.

The problems in the laboratory lack any real controversy.

Overall summary/comment:

The Teaching Problems Laboratory is an excellent approach to preparing inservice and preservice teachers because it involves the participant in problem solving. "Doing" always seems to enhance the learning process. There is also a variety of activities which keeps it from becoming redundant. Because the problems are common ones the classroom teacher faces, the participant is involved in a realistic, thus pragmatic program.